

# Essential Objectives in Foundation Subjects

## Long Term Plan

(What's taught when)





# History

## Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b><u>Year 3 – The Stone Age</u></b></p> <p><b><u>E.O: To build an overview of world history.</u></b></p> <ul style="list-style-type: none"><li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li><li>Give a broad overview of life in Britain from ancient until medieval times</li></ul> <p><b><u>E.O: To investigate and interpret the past</u></b></p> <ul style="list-style-type: none"><li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li><li>Describe different accounts of historical events, explaining some of the reasons why they differ</li><li>Explain Causes And Consequences Of Some Of The Main Events And Changes In History.</li></ul> <p><b><u>E.O: To understand chronology</u></b></p> <ul style="list-style-type: none"><li>Place events artifacts and historical figures on a timeline using dates</li><li>Use dates and terms to describe events</li></ul>	<p><b><u>Year 3 - Milton Keynes</u></b></p> <p><b><u>E.O: To build an overview of world history</u></b></p> <ul style="list-style-type: none"><li>Describe changes that have happened in the locality of the school throughout history</li><li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children.</li></ul> <p><b><u>Year 4 Anglo-Saxons</u></b></p> <p><b><u>E.O: Investigate and interpret the past.</u></b></p> <ul style="list-style-type: none"><li>Use evidence to ask questions and find answers to questions about the past</li><li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li><li>Describe different accounts of a historical event explaining some of the reasons why the accounts may differ</li></ul> <p><b><u>E.O: To build an overview of world history</u></b></p> <ul style="list-style-type: none"><li>Describe the social, ethnic, cultural or religious diversity of past society.</li><li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children.</li></ul>	<p><b><u>Year 3 Egyptians</u></b></p> <p><b><u>E.O: To investigate and interpret the past</u></b></p> <ul style="list-style-type: none"><li>Use evidence to ask questions and find answers to questions about the past</li></ul> <p><b><u>E.O: To build an overview of world history</u></b></p> <ul style="list-style-type: none"><li>Describe the <i>cultural</i>, social and religious diversity of past society</li><li>Describe the characteristic features of the past including ideas, beliefs, attitudes, and experiences of men, women and children</li></ul>

**EO: To understand chronology.**

- Place events, artefacts and historical figures on a timeline using dates
- Understand the concept of change over time, representing this, along with evidence, on a timeline.



# Geography

## Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b><u>Year 3 Stone Age</u></b></p> <p><b><u>EO: To communicate geographically</u></b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> </ul> <p><b><u>Year 4 Rainforest</u></b></p> <p><b><u>E.O: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location</li> <li>Explain own views about locations, giving reasons</li> <li>Use a range of resources to identify the key physical and human features of a location</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics</li> </ul> <p><b><u>E.O: To investigate patterns</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas</li> </ul>	<p><b><u>Year 3 Marvellous Milton Keynes</u></b></p> <p><b><u>E.O: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location</li> <li>Explain own views about locations, giving reasons</li> <li>Use a range of resources to identify the key physical and human features of a location</li> </ul> <p><b><u>E.O: To investigate patterns</u></b></p> <ul style="list-style-type: none"> <li>Describe how the locality of the school has changed over time</li> </ul> <p><b><u>To communicate geographically:</u></b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</li> </ul> <p><b><u>Year 3 Marvellous Milton Keynes (United Kingdom)</u></b></p> <p><b><u>EO: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying</li> </ul>	<p><b><u>Year 3 Egyptians</u></b></p> <p><b><u>EO: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about physical and human characteristics of a location</li> <li>Use a range of resources to identify the key physical and human features of a location</li> </ul> <p><b><u>To communicate geographically:</u></b></p> <ul style="list-style-type: none"> <li>Describe the key aspects of: <b>physical geography</b> including rivers and mountains</li> <li>Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the wider world.</li> </ul> <p><b><u>To investigate patterns</u></b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries</li> </ul> <p><b><u>Year 4 Eurovision</u></b></p> <p><b><u>E.O: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristic</li> </ul>

<p><b><u>EO: To communicate geographically</u></b></p> <ul style="list-style-type: none"> <li>• Describe key aspects:</li> <li>• Physical geography, including: rivers, mountains, volcanoes &amp; earthquakes &amp; the water cycle.</li> <li>• Human geography, including: settlements and land use.</li> </ul>	<p>human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b><u>To communicate geographically:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the key aspects of: <b>physical geography</b> including rivers and mountains</li> <li>• Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom</li> </ul> <p><b><u>Year 4 Anglo Saxons</u></b></p> <p><b><u>E.O: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>• Explain own views about locations giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of resources to identify the key physical and human features of a location</li> </ul> <p><b><u>E.O: To investigate patterns</u></b></p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries</li> </ul>
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# Art

## Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b><u>Year 3 In the beginning</u></b> <b><u>Artist Focus: Warli, Lion man</u></b></p> <p><b><u>EO: To develop ideas</u></b></p> <ul style="list-style-type: none"> <li>Collect information, sketches and resources</li> </ul> <p><b><u>EO: To master techniques</u></b></p> <ul style="list-style-type: none"> <li>Drawing: Use different hardness of pencils to show line, tone and texture</li> <li>Drawing: Sketch lightly</li> <li>Painting: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, line and pattern</li> </ul> <p><b><u>EO: To take inspiration from the greats</u></b></p> <ul style="list-style-type: none"> <li>Create original pieces that are influenced by studies of others</li> </ul> <p><b><u>Year 4 Rainforest</u></b> <b><u>Artist Focus: Henri Rousseau</u></b></p> <p><b><u>EO: To develop ideas.</u></b></p> <ul style="list-style-type: none"> <li>Collect information, sketches and resources</li> <li>Comment on art works using visual language</li> </ul> <p><b><u>E.O: To master techniques</u></b></p>	<p><b><u>Year 3 Marvellous Milton Keynes</u></b> <b><u>Artist Focus: Liz Lehy, Alexander Calder</u></b></p> <p><b><u>EO: To develop ideas</u></b></p> <ul style="list-style-type: none"> <li>Develop ideas from starting points</li> <li>Adapt and refine ideas as they progress</li> </ul> <p><b><u>EO: To master techniques</u></b></p> <ul style="list-style-type: none"> <li>Sculpture: Create and combine shapes to create recognisable forms</li> <li>Sculpture: Include texture that conveys feelings, expression or movement</li> <li>Digital Media: Create images, video and sound and explain why they were created</li> </ul> <p><b><u>EO: To take inspiration from the greats</u></b></p> <ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers</li> </ul> <p><b><u>Year 4 Artist Focus: Matisse</u></b> <b><u>EO: To Develop Ideas</u></b></p> <ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Adapt and refine ideas</li> </ul> <p><b><u>EO: To master techniques in collage</u></b></p> <ul style="list-style-type: none"> <li>Collage: Select and arrange materials for a striking effect</li> </ul>	<p><b><u>Year 3 Egyptians</u></b></p> <p><b><u>EO: To develop ideas</u></b></p> <ul style="list-style-type: none"> <li>Develop ideas from starting points</li> <li>Comment on artworks using visual language</li> </ul> <p><b><u>EO: To master techniques</u></b></p> <ul style="list-style-type: none"> <li>Painting: Experiment with creating mood colour</li> <li>Painting: Use watercolour paint to produce washes for backgrounds and then add detail</li> <li>Print: Make precise repeated patterns</li> <li>Print: Make printing blocks</li> </ul> <p><b><u>Year 4 Artist Focus: Kandinsky</u></b> <b><u>EO: To develop ideas.</u></b></p> <ul style="list-style-type: none"> <li>Collect information, sketches and resources. Explore ideas in a variety of ways</li> </ul> <p><b><u>EO: To Master Technique</u></b></p> <ul style="list-style-type: none"> <li>Painting: Experiment with creating mood colour</li> <li>Print: make precise, repeated patterns</li> <li>Print: Make Printing blocks</li> <li>Print: Use Layers of two or more colours</li> </ul>

<ul style="list-style-type: none"> <li>• Drawing: Use shadow to show light and shadow</li> <li>• Drawing: Use hatching and cross hatching to show tone and texture</li> <li>• Drawing: Annotate sketches to explain and elaborate ideas</li> <li>• Painting: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</li> <li>• Painting: Mix colours effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Collage: Use coiling, overlapping, tessellation, mosaic and montage</li> <li>• Drawing: Sketch lightly</li> </ul> <p><b><u>Invaders and Settlers – Money Purses</u></b></p> <p><b><u>EO: To master techniques</u></b></p> <ul style="list-style-type: none"> <li>• Textiles: Shape and stitch materials</li> <li>• Textiles: Use basic cross stitch and back stitch</li> </ul> <p>Textiles: Colour fabric</p>	<p><b><u>EO: To take inspiration from the greats (past and present)</u></b></p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers</li> </ul>
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# Design Technology

## Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b><u>Year 3</u></b> <b><u>Basic skills</u></b></p> <ul style="list-style-type: none"> <li>measuring, weighing and cutting accurately.</li> </ul> <p><b><u>Kite Making Year 3</u></b></p> <p><b><u>EO: To design make evaluate and improve</u></b></p> <ul style="list-style-type: none"> <li>Design with purpose by identifying opportunities to design</li> <li>Make products by working efficiently (such as by carefully selecting materials)</li> <li>Refine work and techniques as work progresses continually evaluating the products design</li> </ul> <p><b><u>EO: To take inspiration from design throughout history.</u></b></p> <ul style="list-style-type: none"> <li>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design.</li> <li>Improve upon existing designs, giving reasons for choices.</li> </ul> <p><b><u>EO: To master practical skills in construction.</u></b></p> <ul style="list-style-type: none"> <li>Cut materials accurately and safely by selecting appropriate tools.</li> </ul>	<p><b><u>Year 3</u></b></p> <p><b><u>Seasonal foods</u></b></p> <p><b><u>EO: To master practical skills:</u></b></p> <ul style="list-style-type: none"> <li>Prepare ingredients hygienically using appropriate utensils.</li> <li>Measure ingredients to the nearest gram accurately</li> <li>Cut materials accurately and safely by selecting appropriate tools.</li> <li>Select appropriate joining techniques.</li> </ul> <p><b><u>EO: To design, make, evaluate and improve</u></b></p> <ul style="list-style-type: none"> <li>Design with purpose by identifying opportunities to design.</li> <li>Make products by working efficiently (such as by carefully selecting materials).</li> <li>Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul> <p><b><u>EO: To take inspiration throughout History.</u></b></p> <ul style="list-style-type: none"> <li>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design</li> <li>Improve upon existing designs, giving reasons for choices.</li> </ul>	<p><b><u>Year 3</u></b></p> <p><b><u>Sewing- samplers</u></b></p> <p><b><u>EO: To take inspiration from designers through history.</u></b></p> <ul style="list-style-type: none"> <li>Disassemble products to understand how they work.</li> <li>Improve upon existing designs giving reasons for choice.</li> </ul> <p><b><u>EO: To master practical skills (materials)</u></b></p> <ul style="list-style-type: none"> <li>To select the most appropriate techniques to decorate textiles.</li> </ul> <p><b><u>EO: To design, make, evaluate, and improve.</u></b></p> <ul style="list-style-type: none"> <li>Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>Make products by working efficiently.</li> <li>Design with purpose by identifying opportunities to design.</li> </ul> <p><b><u>Year 4 – European food</u></b></p> <p><b><u>EO: To master practical skills:</u></b></p>

- Measure and mark out the nearest millimetre
- Apply appropriate cutting and shaping techniques that include cuts within perimeter of material (such as slots or cut-outs).
- Select appropriate joining techniques.
- Choose suitable techniques to construct products or to repair items.

### Year 4 – Christmas cards

#### EO: To design, make, evaluate and improve.

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- F: Refine work and techniques as work progresses, continually evaluating the product design.

#### EO: To take inspiration from design throughout history.

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design.
- Improve upon existing designs, giving reasons for choices.

#### EO: To master practical skills

##### **Electrics/electronics (Do in science)**

- Electricals and electronics:
- Create series and parallel circuits.
- Create circuits using electronics kits that employ a number of components (such as LEDs resistors, transistor and chips).

### Year 4 – Viking money pouches

#### EO: To design, make, evaluate and improve.

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- F: Refine work and techniques as work progresses, continually evaluating the product design.

#### EO: To take inspiration from design throughout history.

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design.
- Improve upon existing designs, giving reasons for choices.

#### EO: To master practical skills in construction.

##### **Textiles. (Do in Art)**

- Understand the need for a seam allowance.
- Join textiles with appropriate stitching.
- Join textiles with appropriate techniques to decorate textiles.

- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately
- Cut materials accurately and safely by selecting appropriate tools.
- Select appropriate joining techniques.

#### EO: To design, make, evaluate and improve

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.

#### EO: To take inspiration throughout History.

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design
- Improve upon existing designs, giving reasons for choices.



# French

## Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 Getting to know you/family and friends</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"><li>• Understand a range of spoken phrases</li><li>• Answer simple questions and give basic information</li><li>• Pronounce words showing a knowledge of sound</li></ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"><li>• Write or copy everyday words correctly</li><li>• Label items and chose appropriate words to complete short sentences</li><li>• Write one or two short sentences</li><li>• Write short phrases used in everyday conversations correctly</li></ul> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"><li>• Read out loud everyday words and phrases</li><li>• Use phonic knowledge to read words</li><li>• Read and understand short written phrases</li><li>• Read out loud familiar words and phrases</li></ul>	<p><u>Year 3 All about me/food</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"><li>• Understand a range of spoken phrases</li><li>• Answer simple questions and give basic information</li><li>• Pronounce words showing a knowledge of sound</li></ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"><li>• Write or copy everyday words correctly</li><li>• Label items and chose appropriate words to complete short sentences</li><li>• Write one or two short sentences</li><li>• Write short phrases used in everyday conversations correctly</li></ul> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"><li>• Read out loud everyday words and phrases</li><li>• Use phonic knowledge to read words</li><li>• Read and understand short written phrases</li><li>• Read out loud familiar words and phrases</li></ul> <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p>	<p><u>Year 3 School/time – days of week/months</u></p> <p><u>EO: To speak confidently</u></p> <ul style="list-style-type: none"><li>• Understand a range of spoken phrases</li><li>• Answer simple questions and give basic information</li><li>• Pronounce words showing a knowledge of sound</li></ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"><li>• Write or copy everyday words correctly</li><li>• Label items and chose appropriate words to complete short sentences</li><li>• Write one or two short sentences</li></ul> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"><li>• Read out loud everyday words and phrases</li><li>• Use phonic knowledge to read words</li><li>• Read and understand short written phrases</li><li>• Read out loud familiar words and phrase</li></ul>

## Year 4 All around town/moving about

### EO: To speak confidently

- Understand a range of spoken phrases
- Answer simple questions and give basic information
- Pronounce words showing a knowledge of sound

### EO: To write imaginatively

- Write or copy everyday words correctly
- Label items and chose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly

### EO: To read fluently

- Read out loud everyday words and phrases
- Use phonic knowledge to read words
- Read and understand short written phrases
- Read out loud familiar words and phrases

### EO: To understand the culture of the countries in which the language is spoken

- Identify countries and communities where the language is spoken
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

## Year 4 Shopping/around the world

### EO: To speak confidently

- Understand a range of spoken phrases
- Answer simple questions and give basic information
- Pronounce words showing a knowledge of sound

### EO: To write imaginatively

- Write or copy everyday words correctly
- Label items and chose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly

### EO: To read fluently

- Read out loud everyday words and phrases
- Use phonic knowledge to read words
- Read and understand short written phrases
- Read out loud familiar words and phrases

### EO: To understand the culture of the countries in which the language is spoken

- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

## Year 4 Hobbies and holidays/telling time

### EO: To speak confidently

- Understand a range of spoken phrases
- Answer simple questions and give basic information
- Pronounce words showing a knowledge of sound

### EO: To write imaginatively

- Write or copy everyday words correctly
- Label items and chose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly

### EO: To read fluently

- Read out loud everyday words and phrases
- Use phonic knowledge to read words
- Read and understand short written phrases
- Read out loud familiar words and phrases

### EO: To understand the culture of the countries in which the language is spoken

- Identify countries and communities where the language is spoken
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken
- Show awareness of the social conventions when speaking to someone



# Music

## Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b><u>Year 3 Ocarina</u></b></p> <p><b><u>Consolidation of Milestone 1</u></b></p> <ul style="list-style-type: none"> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> </ul> <p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with control and awareness of others.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul> <p><b><u>Year 3 Production</u></b></p> <p><b><u>Consolidation of Milestone 1</u></b></p> <ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> </ul> <p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> </ul>	<p><b><u>Year 3 Ocarina</u></b></p> <p><b><u>Consolidation of Milestone 1</u></b></p> <ul style="list-style-type: none"> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Create short, musical patterns</li> <li>Create short, rhythmic phrases</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect</li> <li>Use symbols to represent a composition and use them to help with a performance.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> <p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with control and awareness of others.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> </ul>	<p><b><u>Year 3 Singing Assemblies (ongoing skills)</u></b></p> <p><b><u>Consolidation of Milestone 1</u></b></p> <ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> </ul> <p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Perform with control and awareness of others.</li> </ul> <p><b><u>Year 4 Recorders</u></b></p> <p><b><u>Milestone 2</u></b></p> <ul style="list-style-type: none"> <li>Play notes on an instrument with care so that they are clear.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> </ul>

- Pronounce words within a song clearly.
- Show control of voice.
- Perform with control and awareness of others.

### Year 4 Recorders (Autumn 1)

#### Milestone 2

- Play notes on an instrument with care so that they are clear.
- Recognise the notes EGBDF and FACE on the musical stave.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

### Year 4 Production

#### Milestone 2

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Show control of voice.
- Perform with control and awareness of others.

- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
- Devise non-standard symbols to indicate when to play and rest.
- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments. (ocarina & percussion)
- Choose, order, combine and control sounds to create an effect
- Compose and perform melodic songs. (melodies)
- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.

### Year 4 Singing Assemblies (ongoing skills)

#### Consolidation of Milestone 1

- Take part in singing, accurately following the melody.

#### Milestone 2

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Perform with control and awareness of others.

- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.
- Use sound to create abstract effects.
- Choose, order, combine and control sounds to create an effect.
- Create repeated patterns with a range of instruments. (ocarina & percussion)
- Compose and perform melodic songs. (melodies)



# RE

## Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b><u>Year 3 Christianity</u></b></p> <p><b><u>EO: To understand practices and lifestyles</u></b></p> <ul style="list-style-type: none"> <li>Identify religious artefacts and buildings and explain how and why they are used.</li> <li>Explain some religious practices of both clerics and individuals.</li> <li>Understand how Christians celebrate the birth of Jesus</li> </ul> <p><b><u>EO: To understand how beliefs are conveyed</u></b></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> <li>Identify features of a church.</li> <li>To recall the Christmas story</li> </ul> <p><b><u>Year 4 Hinduism</u></b></p> <p><b><u>EO: To understand how beliefs are conveyed</u></b></p>	<p><b><u>Year 3 Christianity</u></b></p> <p><b><u>E.O: To identify religious artefacts and buildings and explain how they are used.</u></b></p> <ul style="list-style-type: none"> <li>Identify features of a church and how it changes during festivals.</li> </ul> <p><b><u>EO: To understand how beliefs are conveyed</u></b></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul> <p><b><u>EO: To reflect</u></b></p> <ul style="list-style-type: none"> <li>Give some reasons why religious figures may have acted as they did.</li> </ul> <p><b><u>EO: To understand values</u></b></p> <ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people’s behaviour.</li> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul>	<p><b><u>Year 3 Christianity</u></b></p> <p><b><u>EO: To understand beliefs and teachings</u></b></p> <ul style="list-style-type: none"> <li>To refer to religious figures to explain answers</li> <li>Present the key teaching and beliefs of a religion</li> </ul> <p><b><u>EO: To understand values</u></b></p> <ul style="list-style-type: none"> <li>Describe how some of the values held by communities or individuals affect behaviour and actions</li> </ul> <p><b><u>EO: To reflect</u></b></p> <ul style="list-style-type: none"> <li>Give some reasons why religious figures may have acted as they did</li> <li>Show an understanding that personal experiences and feelings influences attitudes and actions</li> </ul> <p><b><u>EO: To understand values</u></b></p> <ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people’s behaviour -Adam and Ev</li> </ul> <p><b><u>Year 4 Hinduism</u></b></p> <p><b><u>EO: To reflect</u></b></p> <ul style="list-style-type: none"> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>

- Identify religious symbolism in literature and in arts

**EO: To understand practices and lifestyles**

- Identify religious artefacts and buildings and explain how and why they are used.
- Explain some of the religious practices of both clerics and **individuals**

- Discuss and give opinions on stories involving moral dilemmas.

**EO: To reflect**

- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Give some reasons why religious figures may have acted as they did.
- Ask questions that have no universally agreed answers.

**Year 4 Hinduism**

**EO: To reflect**

- Explain how beliefs affect people's behaviours

**EO: To understand beliefs and teachings.**

- Present the key teachings and belief of a religion, making reference to religious figures.
- Present the key teachings and belief of a religion, making reference to religious figures.

**EO: To understand how beliefs are conveyed.**

- Identify religious symbolism in literature and the arts.

**EO: To understand values.**

- Discuss and give opinions on stories involving moral dilemmas.

**EO: To understand practices and lifestyles.**

- Explain some religious practices of both clerics and individuals.

- Ask questions that have no universally agreed answers.
- Give some reasons why religious figures may have acted as they did.

**EO: To understand practices and lifestyles**

- Explain some religious practices of both clerics and individuals.

**EO: To understand beliefs and teachings**

- Present the key teachings and beliefs of a religion



# PE

## Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3</u></p> <p><u>E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><b>Fundamental skills</b></p> <ul style="list-style-type: none"> <li>• There are some good examples of skills developing and strengths are emerging in some areas.</li> <li>• Throwing and catching is becoming accurate, ball skills are developing and there is some development of more advanced tactics.</li> <li>• Fair play is understood and there is some good cooperation with team-mates.</li> </ul> <p><b>Invasion Games-Football</b></p> <ul style="list-style-type: none"> <li>• Generally, skills are developing well in most areas. Control and accuracy are developing well in a range of situations.</li> <li>• Advanced tactics are devised and used well to gain advantage over opponents.</li> <li>• Fair play is generally adopted and there is a good level of communication and cooperation with team mates.</li> </ul> <p><b>Fitness/Indoor athletics</b></p> <ul style="list-style-type: none"> <li>• Generally, athletics skills well developed.</li> </ul>	<p><u>Year 3</u></p> <p><u>E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• Outdoor Adventurous activity skills are generally developing well.</li> <li>• The right equipment is brought to activates and there is a good awareness of risks and steps are suggested to help manage them.</li> <li>• Teamwork is well developed including some leadership responsibilities.</li> <li>• Orientation skills are well developed.</li> </ul> <p><b>Gym</b></p> <ul style="list-style-type: none"> <li>• Generally, gymnastics skills are developing well in most areas. Planning and refinement is effective and sequences are clear, fluent and expressive.</li> <li>• Good changes in direction, speed, levels and balance are fluent.</li> <li>• Alignment and there is a good awareness of body position.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Skills developing well in most areas.</li> </ul>	<p><u>Year 3</u></p> <p><u>E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.</u></p> <p><b>Striking and fielding</b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Generally, athletics skills well developed.</li> <li>• Sprints are becoming powerful and an ability to converse energy over longer distances gives a competitive advantage.</li> <li>• Jumping is becoming strong and landings controlled.</li> <li>• Throwing is becoming accurate and powerful.</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>• Generally, skills are developing well in most areas.</li> <li>• Control and accuracy are developing well in a range of situations.</li> <li>• Advanced tactics are devised and used well to gain advantage over opponents.</li> <li>• Fair play is generally adopted and there is a good level of communication and cooperation with team mates.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Generally, skills are developing well in most areas.</li> <li>• Control and accuracy are developing well in a range of situations.</li> </ul>

- Sprints are becoming powerful and an ability to converse energy over longer distances gives a competitive advantage.
- Jumping is becoming strong and landings controlled
- Throwing is becoming accurate and powerful.

**Year 4**  
**E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.**

**Badminton**

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

**Invasion Games-Football**

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

**Hockey**

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

**Indoor Athletics**

- Athletics skills very well developed in all areas and highly developed in some.

- Planning and performances of sequences of moves are well devolved and movement is clear, fluent and expressive.
- Dances convey a definite idea well and strength and suppleness is shown in well-coordinated changes in height, speed, level and direction.

**Invasion Games/Netball**

- Generally, skills are developing well in most areas.
- Control and accuracy are developing well in a range of situations.
- Advanced tactics are devised and used well to gain advantage over opponents.
- Fair play is generally adopted and there is a good level of communication and cooperation with team mates.

**Year 4**  
**E.O to develop practical skills in order to participate, compete and lead a healthy lifestyle.**

**OAA**

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

**Gym**

- Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed.
- Planning of exceptionally well-refined sequences that are fluent and expressive are performed with high level of control and poise.
- Dynamic movement that is gained through excellent strength, balance and awareness of body position.

- Advanced tactics are devised and used well to gain advantage over opponents.
- Fair play is generally adopted and there is a good level of communication and cooperation with team mates.

**Year 4**  
**E.O To develop practical skills in order to participate, compete and lead a healthy lifestyle.**

**Athletics**

- Athletics skills very well developed in all areas and highly developed in some.
- Sprints are powerful and speed is sustained over distance, whilst over longer distances, careful planning of pace conserves energy.
- Throwing is accurate and powerful.

**Rounders**

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

**Tennis**

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

**Swimming**

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used.
- There is fluent, coordinated movement at and below the surface of the water.

- Sprints are powerful and speed is sustained over distance, whilst over longer distances, careful planning of pace conserves energy.
- Throwing is accurate and powerful.

### Swimming

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used. There is fluent, coordinated movement at and below the surface of the water.

### Dance

- Dance skills are well developed in all areas and there are few areas where they are highly developed.
- Performances show excellent movement that is strong, fluent, coordinated and highly expressive.
- Ideas for expressing a mood are defined and implemented extremely effectively.
- Shapes are strong and stretches show a high level of suppleness.

### Netball

- Skills are well developed in almost all areas where they are highly developed.
- Excellent control, accuracy and well-devised tactics are shown which outwits opponents.
- Fair play is always paramount and there is an excellent sense of team.

### Swimming

- Swimming skills are well developed in all areas where they are highly developed.
- Speed is achieved very well and more than one stroke is used.
- There is fluent, coordinated movement at and below the surface of the water.



# PSHE

## Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b>EO: Healthy lifestyles</b></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods</p> <p><b>EO: Keeping safe</b></p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p><b>EO: Shared responsibilities</b></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>EO: Communities</b></p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>

<p><b>EO: Mental health</b></p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>EO: Ourselves, growing and changing</b></p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>EO: Economics</b></p> <p>L18: To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money;</p> <p><b>EO: Respecting self and others</b></p> <p>R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>EO: Friendships</b></p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>EO: Safe relationships</b></p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>
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<p><b>EO: Healthy lifestyles</b></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p><b>EO: Mental health</b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>	<p><b>EO: Economics – money</b></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>EO: Economics – aspirations and careers</b></p> <p>L28. About what might influence people’s decisions about a job or career</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>EO: Friendships</b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>
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<p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>EO: Ourselves, growing and changing</b></p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>EO: Keeping safe</b></p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>		<p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>EO: Managing hurtful behaviour and bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><b>EO: Safe relationships</b></p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>
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		<p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>EO: Respecting self and others</b></p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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# Computing

## Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b><u>Year 3</u></b> <b><u>Autumn 1</u></b> <b><u>Digital Citizenship (e-safety)</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> <li>• Understand the importance of communicating safely online</li> <li>• Understand how to respond when concerned with content or contact on the internet</li> <li>• Understand the need to check information</li> </ul> <p><b><u>Digital Literacy (basic skills)</u></b></p> <ul style="list-style-type: none"> <li>• Uses technology and digital content successfully</li> <li>• Understand how computers function</li> </ul> <p><b><u>Year 4 Digital Citizenship (e-safety)</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> <li>• Understand the importance of communicating safely online</li> <li>• Understand how to respond when concerned with content or contact on the internet</li> <li>• Understand the need to check information</li> </ul>	<p><b><u>Year 3</u></b> <b><u>Spring 1</u></b> <b><u>EO: To Connect:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how online services work.</li> <li>• Understand the term 'copyright'.</li> </ul> <p><b><u>EO: To Communicate</u></b></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul> <p><b><u>Spring 2</u></b> <b><u>EO: To Code</u></b></p> <ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Control the shade of pens.</li> <li>• Use IF THEN conditions to control events or objects.</li> </ul> <p><b><u>Year 4</u></b> <b><u>Spring 1</u></b> <b><u>EO: To Code</u></b></p>	<p><b><u>Year 3</u></b> <b><u>Summer 1</u></b> <b><u>EO: To collect</u></b></p> <ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul> <p><b><u>Summer 2</u></b> <b><u>EO: To Code</u></b></p> <ul style="list-style-type: none"> <li>• Events: Specify conditions to trigger events.</li> <li>• Sensing: Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</li> <li>• Variables and lists: Use variables to store a value.</li> <li>• Use the functions define, set, change, show and hide to control variables.</li> </ul> <p><b><u>Year 4</u></b> <b><u>Summer 1</u></b> <b><u>EO: To collect</u></b></p> <ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>

<p><b><u>Autumn 2:</u></b></p> <p><b><u>EO: To Code:</u></b></p> <ul style="list-style-type: none"> <li>• To understand what animation is</li> <li>• To create a scene for an animation</li> <li>• Use specified screen coordinates to control movement.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> </ul> <p><b><u>EO: To Communicate:</u></b></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Control the shade of pens.</li> <li>• Use IF THEN conditions to control events or objects.</li> </ul> <p><b><u>EO: To communicate:</u></b></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul> <p><b><u>Spring 2</u></b></p> <p><b><u>EO: To Code</u></b></p> <ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Set the appearance of objects and create sequences of changes</li> <li>• Specify conditions to trigger events.</li> <li>• Create conditions for actions by sensing proximity or by waiting for a user input</li> </ul> <p><b><u>EO: To communicate:</u></b></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	<p><b><u>Summer 2</u></b></p> <p><b><u>EO: To connect</u></b></p> <ul style="list-style-type: none"> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> <li>• Give examples of the risks posed by online communications.</li> </ul> <p><b><u>EO: To communicate</u></b></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>
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# History

## Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><b><u>Year 6 World at War</u></b></p> <p><u>EO: To communicate historically</u></p> <ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li></ul> <p><u>EO: To investigate and interpret the past:</u></p> <ul style="list-style-type: none"><li>• Use sources of evidence to deduce information about the past</li><li>• Select suitable sources of evidence, giving reasons for choices</li><li>• Use sources of information to form testable hypotheses about the past</li><li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li><li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</li></ul> <p><u>EO: To understand chronology:</u></p> <ul style="list-style-type: none"><li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li><li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li></ul>	<p><b><u>Year 5 – Tudors</u></b></p> <p><u>EO: To investigate and interpret the past</u></p> <ul style="list-style-type: none"><li>• Use sources of information to form testable hypotheses about the past</li><li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li></ul> <p><u>EO: To build an overview of world history</u></p> <ul style="list-style-type: none"><li>• Give a broad overview of life in Britain and some major events from the rest of the world.</li><li>• Compare some of the times studied with those of other areas of interest around the world.</li><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul> <p><u>EO: To understand chronology</u></p> <ul style="list-style-type: none"><li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li></ul> <p><u>EO: To communicate historically</u></p> <ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</li></ul>	<p><b><u>Year 6 Through the Decades</u></b></p> <p><u>EO: To investigate and interpret the past</u></p> <ul style="list-style-type: none"><li>• Use sources of information to form testable hypotheses about the past.</li><li>• Understand that no single source of evidence gives the full answer to questions about the past.</li></ul> <p><u>EO: To build an overview of world history:</u></p> <ul style="list-style-type: none"><li>• Give a broad overview of life in Britain and some major events from the rest of the world.</li><li>• Compare some of the times studied with those of other areas of interest around the world.</li></ul> <p><u>EO: to understand chronology:</u></p> <ul style="list-style-type: none"><li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li></ul> <p><u>EO: To communicate historically:</u></p> <ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</li></ul>

- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events

EO: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.

**Year 5 – Crime and Punishment**

EO: To investigate and interpret the past

- Use sources of information to form testable hypotheses about the past
- Seek out and analyse a wide range of evidence in order to justify claims about the past

EO: To build an overview of world history

- Give a broad overview of life in Britain and some major events from the rest of the world.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

EO: To understand chronology

- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

EO: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.



# Geography

## Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><b><u>Year 5 – The Amazing Americas</u></b></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</li> </ul> <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains and rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Name and locate countries of North and South America and identify their main physical and human characteristics</li> </ul> <p><u>EO: To investigate patterns</u></p> <ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere,</li> </ul>	<p><b><u>Year 6 – Extreme Earth</u></b></p> <p><u>E.O: To investigate patterns</u></p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries</li> </ul> <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</li> </ul> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> </ul>	<p><b><u>Year 5 – Riveting Rivers</u></b></p> <p><u>E.O: To communicate geographically</u></p> <ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns</li> </ul> <p><u>E.O: To investigate places</u></p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Name and locate some of the countries of the world and their identifying human and physical characteristics</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location</li> <li>Use different types of field work sampling to observe, measure and record the human and physical features in the local area</li> </ul>

Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

### **Year 6 – The World at War**

#### E.O: To investigate patterns

- Describe how locations around the world have changed and explain some of the reasons for this change.
- Describe how countries and geographical regions are interconnected and independent

### **Year 6 – Through the Decades**

#### E.O: To communicate geographically

- To describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

#### E.O: To investigate places

- Use a range of geographical resources to give details and opinions of a location
- Collect and analyse statistics in order to draw clear conclusions about locations



# ART

## Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><b><u>Year 5 Surrealism - Making the ordinary extraordinary</u></b></p> <p><u>EO: To develop ideas</u></p> <ul style="list-style-type: none"> <li>Develop ideas and imaginatively extend ideas from starting points throughout the curriculum</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book</li> </ul> <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> <li>Drawing: Using a variety of techniques to add interesting effects (shadows and direction of sunlight)</li> <li>Drawing: Choose a style of drawing suitable for the work surrealist</li> <li>Painting: Sketch (lightly) before painting to combine line and colour</li> <li>Painting: Use brush techniques and the qualities of paint to create texture</li> </ul> <p><u>EO: To take inspiration from the greats (past and present):</u></p> <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers</li> </ul> <p><b><u>Year 6 War Art</u></b></p> <p><u>EO: To develop ideas:</u></p>	<p><b><u>Year 5 Tudor Rose Print Making</u></b></p> <p><u>EO: To develop ideas</u></p> <ul style="list-style-type: none"> <li>Use the qualities of materials and enhance ideas</li> <li>Spot the potentials in unexpected results as work progresses</li> </ul> <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> <li>Painting: Sketch (lightly) before painting to combine line and colour</li> <li>Painting: Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>Printing: Build up layers of colour</li> <li>Printing: Create an accurate pattern, showing fine details</li> <li>Printing: Use a range of visual elements to reflect the purpose of the work</li> </ul> <p><u>EO: To take inspiration from the greats (past and present):</u></p> <ul style="list-style-type: none"> <li>Create original pieces that show a range of influences and styles</li> </ul> <p><b><u>Year 6 Hokusai Textile Art (Mountainsides)</u></b></p> <p><u>EO: To develop ideas:</u></p>	<p><b><u>Year 5 Hokusai (The Great Wave)</u></b></p> <p><u>EO: To develop ideas:</u></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum</li> <li>Comment on artworks with a fluent grasp of visual language</li> </ul> <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> <li>Sculpture: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</li> <li>Sculpture: Use tools to carve and add shapes, texture and pattern</li> <li>Sculpture: Combine visual and tactile qualities</li> </ul> <p><u>EO: To take inspiration from the greats (past and present):</u></p> <ul style="list-style-type: none"> <li>Show how the work of those studied was influential in both society and to other artists</li> <li>Create original pieces that show a range of influences and styles</li> </ul> <p><b><u>Year 6 Pop Art Movement Artist Focus: David Hockney, Lichtenstein and Warhol</u></b></p>

<ul style="list-style-type: none"> <li>• Develop ideas and imaginatively extend ideas from starting points throughout the curriculum</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book</li> </ul> <p><u>EO: To master techniques:</u></p> <ul style="list-style-type: none"> <li>• Drawing: Use a choice of techniques to depict movement and perspective</li> <li>• Drawing: Choose a style of drawing suitable for the work: realistic</li> <li>• Painting: Use brush techniques and the qualities of paint to create texture.</li> <li>• Painting: Combine colours, tones and tints to enhance the mood of a piece</li> </ul> <p><u>EO: To take inspiration from the greats</u></p> <ul style="list-style-type: none"> <li>• Show how work of those studied was influential in both society and other artists</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas and imaginatively extend ideas from starting points throughout the curriculum</li> <li>• Use the qualities of materials and enhance ideas</li> </ul> <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> <li>• Collage: Mix textures (rough and smooth, plain and patterned)</li> <li>• Textiles: Show precision in techniques</li> <li>• Textiles: Combine previously learned techniques to create pieces</li> </ul>	<p><u>EO: To develop ideas:</u></p> <ul style="list-style-type: none"> <li>• Comment on artworks with a fluent grasp of visual language</li> </ul> <p><u>EO: To master techniques</u></p> <ul style="list-style-type: none"> <li>• Drawing: Use lines to represent movement</li> <li>• Painting: Use the qualities of watercolour and acrylic paints to create visually interesting pieces</li> <li>• Digital Art: Enhance digital media by editing (including sound, video, animation, still images and installations)</li> </ul> <p><u>EO: To take inspiration from the greats</u></p> <ul style="list-style-type: none"> <li>• Give details (including their own sketches) about the style of some notable artists, artisans and designers</li> <li>• Create original pieces that show a range of influences and styles</li> </ul>
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# DT

## Milestone 3

MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><b><u>Year 5 Bread</u></b> Skills and vocabulary lessons for food</p> <p><u>EO: To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> <li>Lessons to design before and evaluate and improve after.</li> </ul> <p><u>EO: To take inspiration from design throughout history</u></p> <p><u>EO: To master practical skills - Food:</u></p> <ul style="list-style-type: none"> <li>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>Demonstrate a range of baking and cooking techniques.</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p><b><u>Year 6 World at War – SEWING</u></b> Skills and vocabulary lessons for stockings for soldiers Cross curricular opportunities for weighing and measuring in maths</p>	<p><b><u>Year 5 Tudor Cushion</u></b></p> <p><u>EO: To master practical skills</u></p> <ul style="list-style-type: none"> <li>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>Join textiles with combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul> <p><u>EO: To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>Make products through stages of prototypes, making continual refinements.</li> <li>Ensure products have a high-quality finish, using art skills where appropriate.</li> </ul>	<p><b><u>Year 5 Bridges</u></b></p> <p><u>EO: To master practical skills – Construction Bridges</u></p> <ul style="list-style-type: none"> <li>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing and sanding)</li> </ul> <p><b><u>Year 6 – Trains</u></b></p> <p><u>EO: To master practical skills – Construction Bridges</u></p> <ul style="list-style-type: none"> <li>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing and sanding).</li> </ul>

EO: To design, make, evaluate and improve

- Lessons to design before and evaluate and improve after.

EO: To take inspiration from design throughout history

EO: To master techniques SOS Bags

- Join textiles with combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

EO: To take inspiration from design throughout history

**Year 6 Microbit**

EO: To master practise skills (coding)

- Write code to control and monitor models or products.

EO: To design, make, evaluate, and improve

- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

EO: To design, make, evaluate, and improve

- Ensure products have a high-quality finish, using art skills where appropriate.
- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Make products through stages of prototypes, making continual refinements.
- Create innovative designs that improve upon existing products.
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EO: To design, make, evaluate, and improve

- Convert rotary motion to linear using cams.
- Use innovative combinations of electronics (or computing) and mechanics in product design.
- Ensure products have a high-quality finish, using art skills where appropriate.



# FRENCH

## Milestone 3



<p style="text-align: center;"><b>MILESTONE 3</b> <b>Autumn Term</b></p>	<p style="text-align: center;"><b>MILESTONE 3</b> <b>Spring Term</b></p>	<p style="text-align: center;"><b>MILESTONE 3</b> <b>Summer Term</b></p>
<p><b><u>Year 5 – Getting to know you/about ourselves</u></b></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts</li> </ul> <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> <li>Ask others to repeat words or phrases if necessary</li> <li>Ask and answer simple questions and talk about interests</li> <li>Demonstrate a growing vocabulary</li> </ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> <li>Write a few short sentences about personal experiences and responses using familiar expressions</li> </ul> <p><b><u>Year 6 – Basic questions/Colours</u></b></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts</li> </ul> <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> <li>Ask others to repeat words or phrases if necessary</li> </ul>	<p><b><u>Year 5 – Tasty food/friends and family</u></b></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts</li> </ul> <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> <li>Ask others to repeat words or phrases if necessary</li> <li>Ask and answer simple questions and talk about interests</li> <li>Demonstrate a growing vocabulary</li> </ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> <li>Write a few short sentences about personal experiences and responses using familiar expressions</li> <li>Write short phrases from memory with spelling that is readily understandable</li> </ul> <p><b><u>Year 6 – This is France/Lets visit a French town</u></b></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts</li> </ul> <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> </ul>	<p><b><u>Year 5 – Shopping/around town</u></b></p> <p><u>EO: To read fluently</u></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts</li> </ul> <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> <li>Ask others to repeat words or phrases if necessary</li> <li>Ask and answer simple questions and talk about interests</li> <li>Demonstrate a growing vocabulary</li> </ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> <li>Write a few short sentences about personal experiences and responses using familiar expressions</li> <li>Write short phrases from memory with spelling that is readily understandable</li> </ul> <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> <li>Describe, with some interesting detail, some aspects of countries or communities where language is spoken</li> <li>Make comparisons between life in countries or communities where the language is spoken and this country</li> </ul>
<p><b><u>Year 6 – The school day</u></b></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> </ul>	<p><b><u>Year 6 – The school day</u></b></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> </ul>	<p><b><u>Year 6 – The school day</u></b></p> <p><u>E.O: To read fluently</u></p> <ul style="list-style-type: none"> <li>Understand main points from spoken passages</li> </ul>

<ul style="list-style-type: none"> <li>• Ask and answer simple questions and talk about interests</li> <li>• Demonstrate a growing vocabulary</li> </ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> <li>• Write a few short sentences about personal experiences and responses using familiar expressions</li> <li>• Write short phrases from memory with spelling that is readily understandable</li> </ul>	<ul style="list-style-type: none"> <li>• Ask others to repeat words or phrases if necessary</li> <li>• Ask and answer simple questions and talk about interests</li> <li>• Demonstrate a growing vocabulary</li> </ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> <li>• Write a few short sentences about personal experiences and responses using familiar expressions</li> <li>• Write short phrases from memory with spelling that is readily understandable</li> </ul> <p><u>EO: To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> <li>• Describe, with some interesting detail, some aspects of countries or communities where language is spoken</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts</li> </ul> <p><u>EO: to speak confidently</u></p> <ul style="list-style-type: none"> <li>• Understand main points from spoken passages</li> <li>• Ask others to repeat words or phrases if necessary</li> <li>• Ask and answer simple questions and talk about interests</li> <li>• Demonstrate a growing vocabulary</li> </ul> <p><u>EO: To write imaginatively</u></p> <ul style="list-style-type: none"> <li>• Write a few short sentences about personal experiences and responses using familiar expressions</li> <li>• Write short phrases from memory with spelling that is readily understandable</li> </ul>
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# Music

## Milestone 3



MILESTONE 3  
Autumn Term

MILESTONE 3  
Spring Term

MILESTONE 3  
Summer Term

## Year 5 Samba (Autumn 2)

### Milestone 3

- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Create rhythmic patterns with an awareness of timbre and duration.
- Create repeated patterns with a range of instruments.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - cyclic patterns
  - accompaniments
  - drones
  - sense of occasion
  - timbre
  - texture
  - dynamics
  - tempo
  - cultural context

## Year 6 Stomp/Polyrhythmic compositions

### Consolidation of Milestone 2

- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Use and understand simple time signatures.
- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.

## Year 5 Production/Singing Assemblies (ongoing skills)

### Consolidation of Milestone 2

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.

### Milestone 3

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.
- Perform with controlled breathing (voice)
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - lyrics and melody
  - expressive
  - solo
  - rounds
  - harmonies
  - combination of musical elements

## Year 6 Singing Assemblies/End of Year Celebration (ongoing skills)

### Consolidation of Milestone 2

Sing from memory with accurate pitch.  
Sing in tune.  
Maintain a simple part within a group.  
Pronounce words within a song clearly.  
Show control of voice.

### Milestone 3

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.

## Year 5 Ukulele

### Consolidation of Milestone 2

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

### Milestone 3

- Play from memory with confidence.
- Perform solos or as part of an ensemble.
- Perform with skillful playing
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read notes on the musical stave.
- Understand the purpose of the treble clef
- Use and understand simple time signatures.

## Year 6 Song writing (Ukulele)

### Consolidation of Milestone 2

- Maintain a simple part within a group.
- Use sound to create abstract effects.
- Choose, order, combine and control sounds to create an effect.
- Create repeated patterns with a range of instruments.
- Choose, order, combine and control sounds to create an effect.
- Compose and perform melodic songs. (melodies)
- Choose, order, combine and control sounds to create an effect.
- Create rhythmic patterns with an awareness of timbre and duration.
- Thoughtfully select elements for a piece in order to gain a defined effect.

- Understand layers of sounds and discuss their effect on mood and feelings.

### **Milestone 3**

- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - cyclic patterns
  - accompaniments
  - drones
  - sense of occasion
  - timbre
  - texture
  - dynamics
  - tempo
  - cultural context

- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.
- Perform with controlled breathing (voice)
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - lyrics and melody
  - expressive
  - solo
  - rounds
  - harmonies
  - combination of musical elements
    - Describe how lyrics often reflect the cultural context of music and have social meaning.

### **Milestone 3**

- Perform with skillful playing (instrument).
- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use drones and melodic ostinati (based on the pentatonic scale).
- Convey the relationship between the lyrics and the melody.
- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Understand the purpose of the treble [and bass] clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and b (flat) symbols.
- Use and understand simple time signatures.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - pitch
  - dynamics
  - tempo



# RE

## Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><b><u>Year 5 Judaism</u></b></p> <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> <li>To explore what we know and what we will learn</li> <li>Explain how some teachings and beliefs are shared between religions</li> <li>To understand the role of the Torah within Judaism and</li> <li>To understand that the Torah is special to Jews and that it is written in Hebrew</li> </ul> <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their beliefs - symbols/ Abraham/ synagogue</li> </ul> <p>EO: To reflect</p> <ul style="list-style-type: none"> <li>Explain ideas about some answer to ultimate questions and why answers may differ between individuals.</li> </ul> <p><b><u>Year 6 Islam</u></b></p> <p><u>EO: Reflect</u></p> <ul style="list-style-type: none"> <li>Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings</li> </ul>	<p><b><u>Year 5 Judaism</u></b></p> <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their belief</li> </ul> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>Explain the practices and lifestyles involved in belonging to a faith community</li> <li>Show an understanding of the role of a spiritual leader.</li> <li>To begin to understand the significance of Sukkot.</li> <li>To develop understanding of the Torah as a cause for celebration.</li> <li></li> </ul> <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> <li>Recognise and express feelings about their own identities.</li> </ul> <p><u>EO: To understand values</u></p> <ul style="list-style-type: none"> <li>Express their own values and remain respectful of those with different values</li> </ul> <p><b><u>Year 6 Islam</u></b></p> <p><u>EO: To understand practices and lifestyles</u></p>	<p><b><u>Year 5 Judaism</u></b></p> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>To explain the practices and lifestyles involved in belonging to a faith community.</li> <li>To identify and begin to describe the similarities and differences within and between religions.</li> </ul> <p><u>EO: to understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> <li>Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b><u>Year 6 Islam</u></b></p> <p><u>EO: To understand beliefs and teachings</u></p> <ul style="list-style-type: none"> <li>To explain how religious beliefs shape the lives of individuals and communities</li> </ul> <p><u>EO: To understand how beliefs are conveyed</u></p>

<p><u>EO: To Understand Beliefs and Teachings</u></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To describe the meaning of community</li> <li>• To understand how the importance of community is reflected in the Muslim beliefs</li> </ul> <p><u>EO: To understand beliefs and teachings</u></p> <ul style="list-style-type: none"> <li>• To explain how religious beliefs shape the lives of individuals and communities</li> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> </ul> <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>• Explain some different ways that individuals show their beliefs</li> </ul> <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about one's own identities</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community</li> <li>• Show an understanding of the role of a spiritual leader</li> </ul> <p><u>EO: To Reflect</u></p> <ul style="list-style-type: none"> <li>• To recognise and express feelings about their own identities</li> <li>• Relate these to religious beliefs or teachings</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> <li>• Recognise and express feelings about their own identities.</li> </ul> <p><u>EO: To understand values</u></p> <ul style="list-style-type: none"> <li>• Express their own values and remain respectful of those with different values.</li> </ul>
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# PE

## Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5</u></p> <p><b><u>E.O: To develop practical skills in order to participate, compete and lead a healthy life style.</u></b></p> <p><b><u>Hockey</u></b></p> <ul style="list-style-type: none"> <li>• Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.</li> <li>• Solo and team efforts are sustained in a wide range of game situations.</li> <li>• The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.</li> </ul> <p><b><u>Badminton and Basketball</u></b></p> <ul style="list-style-type: none"> <li>• Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.</li> <li>• Solo and team efforts are sustained in a wide range of game situations.</li> </ul>	<p><u>Year 5</u></p> <p><b><u>E.O: To develop practical skills in order to participate, compete and lead a healthy life style.</u></b></p> <p><b><u>OAA</u></b></p> <ul style="list-style-type: none"> <li>• Outdoor and adventurous activity skills are generally well developed.</li> <li>• The correct equipment is selected and packed appropriately. Possible risks are identified and suggestions given as to how they may be minimised, seeking the advice of experts, if required.</li> <li>• Both leadership and team roles are embraced and some good examples of showing support and encouragement are developing.</li> <li>• Experts are always consulted if there is any doubt and a positive outlook maintained throughout.</li> <li>• There is a good awareness of the need to watch out for changing conditions, adapting plans as necessary.</li> </ul> <p><b><u>Gym</u></b></p> <ul style="list-style-type: none"> <li>• Gymnastics skills are generally well developed in most areas. Complex sequences contain a full range of movement are executed.</li> <li>• Strong, fluent and expressive shapes are held well, including set pieces.</li> </ul>	<p><u>Year 5</u></p> <p><b><u>E.O: To develop practical skills in order to participate, compete and lead a healthy life style.</u></b></p> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>• Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.</li> <li>• Solo and team efforts are sustained in a wide range of game situations.</li> <li>• The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.</li> </ul> <p><b><u>Tennis</u></b></p> <ul style="list-style-type: none"> <li>• Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.</li> <li>• Solo and team efforts are sustained in a wide range of game situations.</li> </ul>

- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

### Athletics

- Athletics skills are generally well developed in most areas.
- Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances.
- Throwing is generally accurate and refinements through analysis of technique are naturally made.
- Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set.

### Year 6

### E.O: To develop practical skills in order to participate, compete and lead a healthy life style.

### Badminton

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
- Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.
- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

- Appropriate linking elements are chosen and decisions about speed, direction, level and body rotation are well made. Strong position shows a good bodily awareness. The use of equipment to vault and swing is developing well.

### Dance

- Dance skills are generally well developed in most areas. Composition of pieces is creative and imaginative and performances strong with good posture.
- More complex sequences are developed, which show original and expressive ideas.
- A good mixture of high energy and slower, more graceful movements are planned and sustained throughout a performance.
- There is a strong display of strength and stamina and a good use of gymnastic skills.

### Rugby

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents.
- Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

### Year 6

### E.O: To develop practical skills in order to participate, compete and lead a healthy life style.

### OAA

- Outdoor and adventurous activity skills are well developed in all areas and in some they are highly developed.

- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

### Rounders

- Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed.
- Solo and team efforts are sustained in a wide range of game situations.
- The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.

### Athletics

- Athletics skills are generally well developed in most areas.
- Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances.
- Throwing is generally accurate and refinements through analysis of technique are naturally made.
- Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set

### Year 6

### E.O: To develop practical skills in order to participate, compete and lead a healthy life style.

### Cricket

### Hockey

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
- Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.
- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

### Indoor Athletics

- Athletics skills are well developed in all areas and highly developed in some.
- Sprinting with hurdles over 60 meters is very efficient and there are some good awareness of different running positions required for a variety of distances.
- Throwing is very accurate and there is a high degree of analysis of technique.
- Take-offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved.

### Basketball

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.

- Possible risks beyond the obvious are identified and very good suggestions given on how to minimise them.
- A very watchful eye is given to changing conditions and plans are adapted accordingly.
- Advice of experts is always sought if there is any doubt.
- Both leadership and team roles are embraced in a wide variety of different contexts and some excellent examples of support and encouragement rallies the morale of others.
- A positive outlook and good companionship which gains the respect and commitment of a team are displayed.

### GYM

- Gymnastics skills are well developed in all areas and highly developed in some.
- Complex sequences are very well executed and show excellent fluency and expression.
- Highly appropriate linking elements are chosen and variations in speed, direction, level and body rotation are very well judged.
- Confident and controlled use of equipment to vault and swing is developing.

### Dance

- Dance skills are well developed in all areas and are highly developed in some.
- Compositions are excellent and show highly creative and imaginative ideas.
- Performances are very strong and show excellent body position and posture.
- Complex sequences are devised and contain highly original and expressive ideas.
- Well-judged changes very appropriately.
- Strength and stamina are exceptional.

### Rugby

- Games skills are well developed in all areas and highly developed in some.

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
- Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.
- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

### Rounders

- Games skills are well developed in all areas and highly developed in some.
- Exceptional control and coordination is shown in a wide range of situations.
- Tactics are very well planned.
- Competitive efforts are sustained in a wide range of situations.
- Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.
- The roles of leader and team player are very well developed and there is a strong spirit of fair play.

### Athletics

- Athletics skills are well developed in all areas and highly developed in some.
- Sprinting with hurdles over 60 meters is very efficient and there is some good awareness of different running positions required for a variety of distances.
- Throwing is very accurate and there is a high degree of analysis of technique.

<ul style="list-style-type: none"> <li>• Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.</li> <li>• The roles of leader and team player are very well developed and there is a strong spirit of fair play.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional control and coordination is shown in a wide range of situations.</li> <li>• Tactics are very well planned.</li> <li>• Competitive efforts are sustained in a wide range of situations.</li> <li>• Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.</li> <li>• The roles of leader and team player are very well developed and there is a strong spirit of fair play.</li> </ul>	<ul style="list-style-type: none"> <li>• Take-offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved.</li> </ul> <p><b><u>Tennis</u></b></p> <ul style="list-style-type: none"> <li>• Games skills are well developed in all areas and highly developed in some.</li> <li>• Exceptional control and coordination is shown in a wide range of situations.</li> <li>• Tactics are very well planned.</li> <li>• Competitive efforts are sustained in a wide range of situations.</li> <li>• Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents.</li> <li>• The roles of leader and team player are very well developed and there is a strong spirit of fair play.</li> </ul>
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# PSHE

## Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><b>EO: Healthy lifestyles</b></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>EO: Mental health</b></p>	<p><b>EO: Shared responsibilities</b></p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>EO: Communities</b></p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>EO: Media literacy and digital resilience</b></p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>EO: Friendships</b></p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>

<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>EO: Ourselves, growing and changing</b></p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>EO: Keeping safe</b></p> <p>H38. how to predict, assess and manage risk in different situations</p>	<p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b>EO: Economics</b></p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>EO: Managing hurtful behaviour and bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><b>EO: Safe relationships</b></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about)</p>
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<p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>EO: Drugs, alcohol and tobacco</b></p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>EO: Friendships</b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>EO: Safe relationships</b></p>		<p>or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p><b>EO: Respecting self and others</b></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
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<p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>		
<p><b>EO: Healthy lifestyles</b></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>EO: Mental health</b></p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to respond to warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H24. problem-solving strategies for dealing with emotions, challenges, and change, including the transition to new schools</p>	<p><b>EO: Shared responsibilities</b></p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities</p> <p>we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>EO: Communities</b></p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the Community</p> <p><b>EO: Economics</b></p> <p>L17. about the different ways to pay for things and the choices people have about this</p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or other</p> <p><b>EO: Friendships</b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>

<p><b>Ourselves, growing and changing</b></p> <p>H25. about personal identity; what contributes to who we are</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><b>EO: Drugs, alcohol and tobacco</b></p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Relationships</p>	<p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p> <p>L26. that there is a broad range of different jobs/careers that people can have;</p> <p>that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>EO: Managing hurtful behaviour and bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><b>EO: Safe relationships</b></p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p>
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<p><b>EO: Friendships</b></p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>EO: Safe relationships</b></p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>		<p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p><b>EO: Respecting self and others</b></p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
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# Computing

## Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><b><u>Year 5</u></b> <b><u>Digital Citizenship (e-safety)</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely and responsibly</li> <li>• Understand the importance of communicating safely online</li> <li>• Understand how to respond when concerned with content or contact on the internet</li> <li>• Understand the need to check information</li> </ul> <p><b><u>Information Technology (blogging)</u></b></p> <ul style="list-style-type: none"> <li>• Understand the importance of communicating safely online Use technology safely and responsibly</li> <li>• Uses technology and digital content successfully</li> <li>• Uses software to create, manipulate and present digital content</li> <li>• Understands the potential for information technology for collaboration when computers are networked</li> <li>• Evaluate the successfulness of solutions</li> </ul> <p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Use search technologies</li> <li>• Understand networks and the internet</li> </ul>	<p><b><u>Year 5</u></b> <b><u>Spring 1 – iCrypto</u></b></p> <p><b><u>EO: To communicate:</u></b></p> <ul style="list-style-type: none"> <li>• Choose the most suitable application and devices for the purpose of communication.</li> <li>• Use many of the advanced features in order to create high-quality, professional or efficient communications.</li> </ul> <p><b><u>Spring 2 - iWeb</u></b></p> <p><b><u>EO: To connect</u></b></p> <ul style="list-style-type: none"> <li>• Understand how simple networks are set up and used.</li> </ul> <p><b><u>EO: To Code:</u></b></p> <ul style="list-style-type: none"> <li>• Use the Boolean operators (&lt;()) (=()) (&gt;()) and() or() not() to define conditions.</li> </ul> <p><b><u>Year 6 – iData</u></b></p> <p><b><u>Spring 1</u></b></p> <p><b><u>EO: To collect:</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>	<p><b><u>Year 5</u></b> <b><u>Summer 1 – iProgram (Unit1) – Scratch</u></b> <b><u>EO: To code</u></b></p> <p><b><u>Summer 2 – iDraw</u></b> <b><u>EO: To code</u></b></p> <ul style="list-style-type: none"> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p><b><u>Year 6 -iprogram unit 2</u></b> <b><u>EO: To code</u></b></p> <ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Use IF-THEN-ELSE conditions to control events.</li> <li>• Variables and lists: Use list to create a set of variables.</li> </ul>

<p><b><u>Year 6 –</u></b>  <b><u>Autumn 1</u></b>  <b><u>EO: To Connect –</u></b>  <b><u>E-safety</u></b></p> <ul style="list-style-type: none"> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission from the copyright holder.</li> <li>• Understand the effect of the online comments and show responsibility and sensitivity when online.</li> </ul> <p><b><u>Autumn 2</u></b>  <b><u>EO: To Code</u></b></p> <ul style="list-style-type: none"> <li>• Set events to control other events by ‘broadcasting’ information as a trigger.</li> <li>• Use IF-THEN-ELSE conditions to control events.</li> <li>• Use list to create a set of variables.</li> <li>• Use the Boolean operators (&lt;()) (=()) (&gt;()) and() ()or() not() to define conditions.</li> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> </ul>	<p><b><u>iNetwork</u></b>  <b><u>Spring 2</u></b>  <b><u>EO: To Communicate:</u></b></p> <ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• • Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul> <p><b><u>EO: To connect:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how simple networks are set up and used.</li> </ul>	<ul style="list-style-type: none"> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> </ul> <p><b><u>iApp</u></b>  <b><u>EO: To code</u></b></p> <ul style="list-style-type: none"> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• Use list to create a set of variables.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> <li>• Combine the use of pens with movement to create interesting effects</li> <li>• Set events to control other events by ‘broadcasting’ information as a trigger.</li> <li>• Use IF-THEN-ELSE conditions to control events.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>• Use list to create a set of variables.</li> </ul>
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